Unit 5 Climate change

LESSON 1 *You're all correct!*



1 Read.

What's happening all over the world this week?

Students are studying the world's changing climate.

International Climate Study Week

All over the world this week school students are studying the world's changing climate. From Saudi Arabia to Britain and Japan young people are looking at how our lifestyles are causing changes to the world.

2 Read, listen and say.  Track 30

a) Do the quiz. Tick (✓) the correct sentences.

Climate Change Quiz

1 We're cutting down too many trees. ☑
2 We're driving too many cars. ☐
3 We're using too much electricity. ☐
4 We're flying too many planes. ☐
5 We're throwing away too much rubbish. ☐

Teacher: *Now then, everybody. Let's look at the climate change quiz. Omar, which ones do you think cause climate change?*
Omar: *I think I, 3 and 4, Teacher.*
Teacher: *I see, Omar. And what about you, Yasser?*
Yasser: *I think 2, 4 and 5.*
Teacher: *And you, Rakan?*
Rakan: *I think I, 3 and 5.*
Teacher: *Well ... you're all wrong. But together, you're all correct! Because **all** of these cause climate change.*
Omar: *Why, Teacher?*
Teacher: *It's because of ...*

b) Listen.

Which sentences in the Climate Change Quiz are correct?

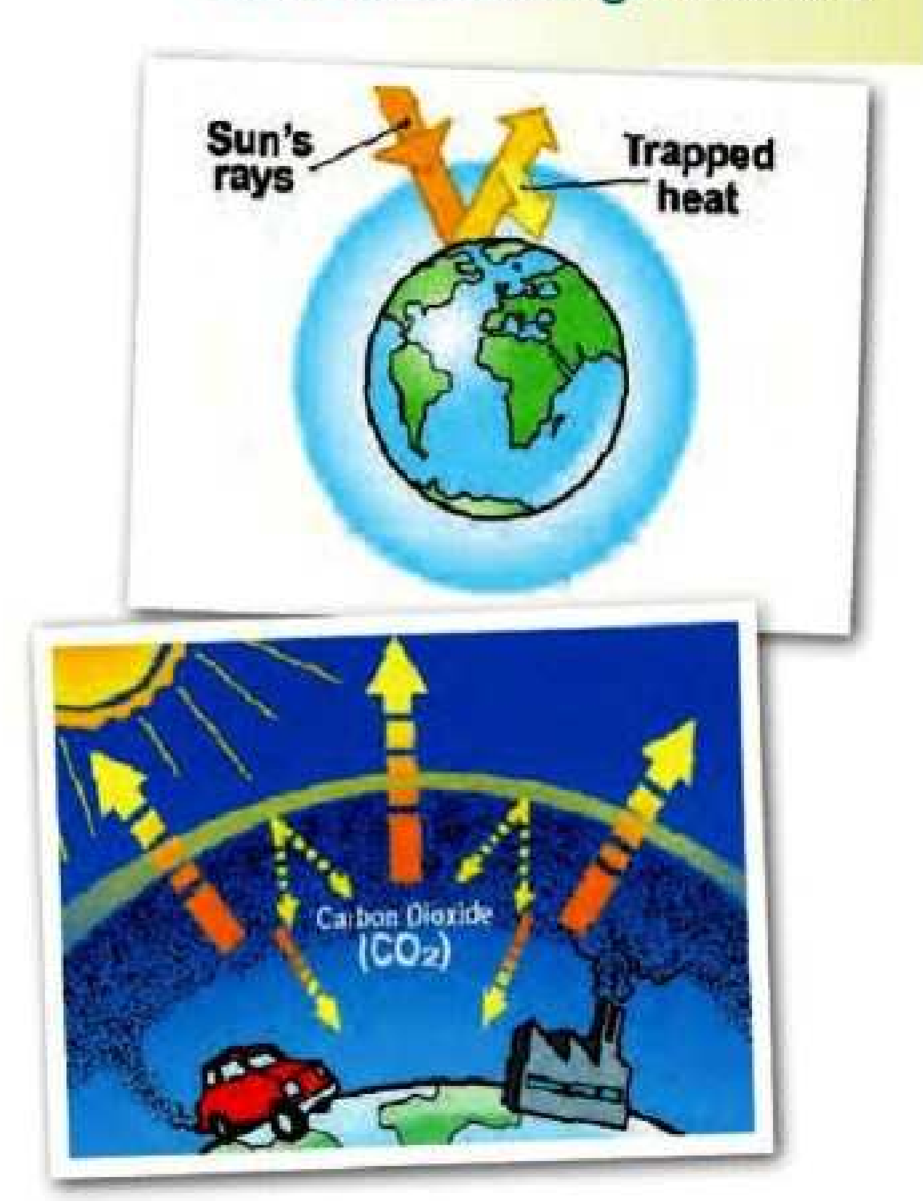
c) Look at the quiz and listen again. In pairs, are these sentences true (T) or false (F)?

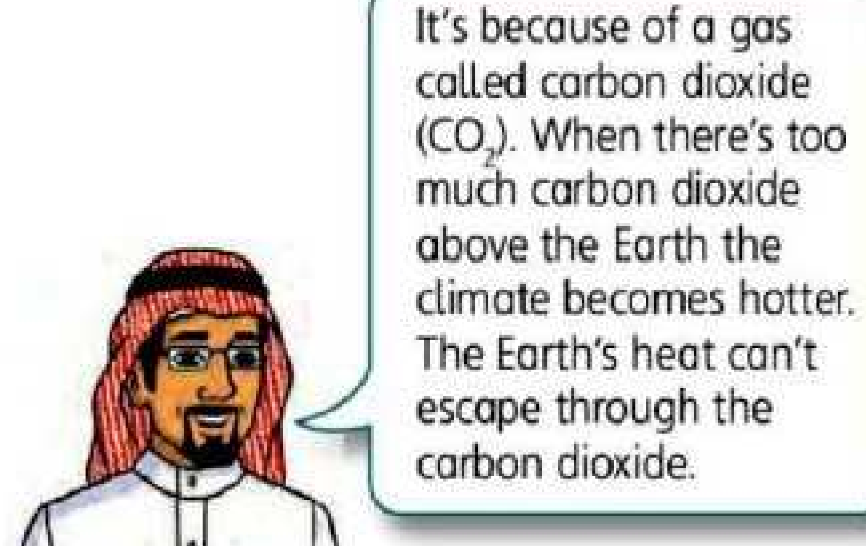
I Omar thinks we're driving too many cars. T ☐ F ☐
2 Yasser thinks we're cutting down too many trees. T ☐ F ☐
3 Rakan thinks we're flying too many planes. T ☐ F ☐

3 Say, read and write.

a) Look at the diagrams.
Describe what is happening.

b) Read the teacher's explanation.
Were you correct?





c) Complete the text with these words:

cannot	climate	escape	~~heats~~	should

The sun [1] heats the Earth. The heat [2] should be able to [3] escape. But when there is carbon dioxide above the Earth, the heat [4] cannot escape. So the [5] climate slowly becomes hotter.



4 Complete the sentences. Use *much* or *many*.

1 We're using too much electricity.
2 We're driving too many cars.
3 There's too much carbon dioxide above the Earth.
4 We make too much paper.
5 There are too many planes in the world.
6 We use too much wood when we make paper.






see Workbook pp112–113

3

a)

In the first diagram heat is escaping from the Earth. In the second diagram heat cannot escape from Earth because of carbon dioxide. This makes the world hotter.

Unit 5 Climate change

LESSON 2 *We should use less electricity*

1 Say and write.



a) **Say what is happening in the pictures.**

b) **Look at the pictures again and complete the sentences.** Use these words.

write	make	throw	cut	escapes	CO_2

1 Trees take in CO_2.
2 When we cut down a tree, the CO_2 escapes.
3 We make paper from wood.
4 We write on the paper.
5 We throw it away.
6 We cut another tree down and make more paper.



2 Read, say and listen.



a) **Read the suggestions.**

b) **Talk about the suggestions. Why *should* or *shouldn't* we do these things?**

c) **Listen and repeat the sentences.**

How do we stop climate change?

1 We shouldn't cut down so many trees.
2 We should drive fewer cars and fly fewer planes.
3 We should use less electricity.
4 We should recycle our paper, plastic and glass and use it again.

Unit 5 Climate change

1

a)

1. Trees take in CO_2 during the day and let it out at night.
2. We cut down trees.
3. We make paper.
4. We use paper.
5. We throw away paper.
6. We use more trees.

2

b)

1. We shouldn't cut down so many trees because there aren't many trees in the world.
2. We should drive fewer cars because there too many cars on the roads.
3. We should use less electricity because carbon dioxide escapes when we make electricity.
4. We should recycle our rubbish because we make too much rubbish.

d) Listen and say. 

What does Miss Jennings think about the article? Miss Jennings thinks it's an interesting articl

Lucy: *I understand about trees and paper, Teacher. But why should we drive fewer cars?*

Miss Jennings: *Good question, Lucy. Because cars use petrol and when we use petrol we produce CO_2. Now, what do we make petrol from? Yes, Lucy?*

Lucy: *Oil, Teacher.*

Miss Jennings: *Yes, Lucy. And how much oil is there in the world?*

Lucy: *Lots, Miss Jennings.*

Miss Jennings: *Yes, lots … now. But not for ever. One day there isn't going to be any more oil. So we should drive and fly less **now**.*

Lucy: *I understand, Teacher.*

Miss Jennings: *Look. After class yesterday I found this on the internet. It says we should think of the Earth as a spaceship.*

Lucy: *A spaceship, Teacher? Why?*

Miss Jennings: *Here, read it. It's very interesting.*

e) Listen again. Are these statements true (T) or false (F)?

Miss Jennings says that:

1 Driving cars produces CO_2. T ☑ F ☐
2 There's always going to be oil. T ☐ F ☑
3 We should drive more now because we still have oil. T ☐ F ☑

3 Put the words into the correct columns.

~~plane~~ car
plastic quiz
oil spaceship
paper tree
~~electricity~~ petrol

fewer	less
plane	electricity
car	oil
quiz	paper
spaceship	petrol
tree	plastic

see Workbook pp114–115

Unit 5 Climate change

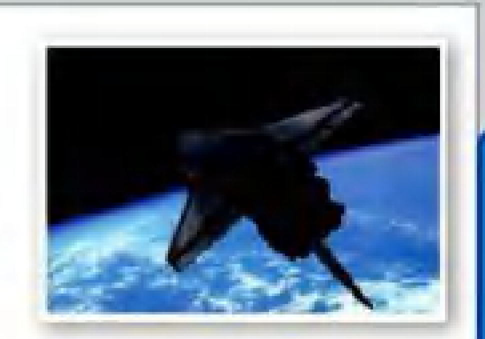
LESSON 3 *Spaceship Earth*

1 Read, say and write.

a) Read the text. What should we think about before we drive?



Spaceship Earth



On a spaceship the air is very important. The space travellers must keep it clean. Also, when they leave the Earth they have a limited amount of energy. They mustn't waste it. They can't get any more.

The Earth is like a spaceship. Our air is very important to us and to all plants and animals. We should keep it clean – but we don't. And *we* only have a certain amount of energy – oil and coal. We can't get any more. We shouldn't waste it – but we do.

We should think before we drive our car:

- is the journey really necessary?
- can we walk or cycle, not drive?

Because when we drive we use valuable petrol. When we drive we produce CO_2, and this is bad for the climate.

b) Complete the summary. Use these words.

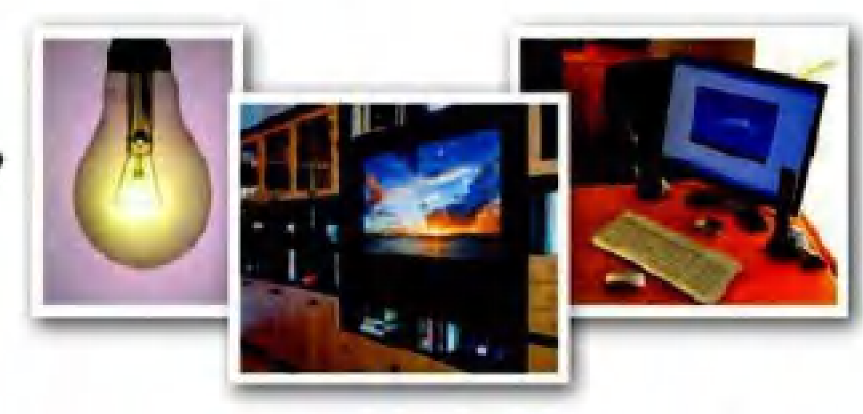
air clean energy spaceship waste

The Earth is like a [1] spaceship because:

- our [2] air is very important to us. We should keep it [3] clean.
- oil and coal produces [4] energy. We shouldn't [5] waste it because one day there isn't going to be any more oil and coal.

2 Speak and write.

a) What things in your home use electricity? Make a list of them. Ask your teacher for words you don't know.



b) Write your list.

Lights, the TV, computer, fridge, freezer, cooker, microwave, air conditioner, fan, heater, mobile phone (charger), CD player, DVD player, MP3 player, vacuum cleaner, bread maker, hairdryer, radio and washing machine all use electricity.

c) Compare your list with another pair.

Unit 5 Climate change

2

a)

Lights

TV

Fridge

Freezer

Cooker

Microwave

Air conditioner

Fan

Heater

Mobile phone (charger)

CD player

DVD player

MP3 player

Vacuum cleaner

Bread maker

Hairdryer

Radio

Washing machine

3 Listen, say and write.  Track 33

a) Look at the photograph. In pairs, what can you see? a radio studio.

b) Listen to the interview.

What *shouldn't* you do with a plastic bag?
I shouldn't throw it away.

Presenter: *In the Young World studio today we have Dr. Linda Robson. Dr. Robson is an expert on climate change. What do you have to say to our young listeners, Dr. Robson?*

Dr. Robson: *Climate change is happening and it's happening quickly. The world is getting warmer. And everyone can do something to stop this, everyone can help.*

Presenter: *What can we do?*

Dr. Robson: *Think carefully about everything you do. Little things – don't waste paper. Write on both sides. Don't waste electricity – turn the lights off when you leave the room at home and at school. Don't waste water – turn the taps off. When you get a plastic bag from the shop, don't throw it away. Use it again. Don't think 'There's nothing I can do'. We can all do something.*



c) Listen again. Which of these does Dr. Robson *not* say. Choose two sentences.



1 We should write on both sides of paper.
2 We shouldn't waste electricity.
3 We shouldn't leave lights on.
(4) We should walk from home to school.
(5) We shouldn't use plastic bags again.

d) Listen again. Underline the correct words.

1 (*Everyone*/*No one*) can do (*something*/*everything*) to stop climate change.
2 Think carefully about (*something*/*everything*) you do.
3 Don't think 'There's (*nothing*/*something*) I can do.'

4 Read and write.

What have you learned about climate change? Tick (✓) the correct sentences. Correct the incorrect sentences.

1 We should use less petrol. ✓
2 We should use more energy. ✗ We should use less energy.
3 We shouldn't drive so many cars. ✓
4 We shouldn't recycle our plastic. ✗ We should recycle our plastic.
5 CO_2 causes climate change. ✓



see Workbook pp116–117

Unit 5 Climate change

LESSON 4 *REVIEW*

1 Match and say.

a) Match the verbs and the nouns. Write the correct number.

1 throw away	2 cause	A trees 3	B rubbish 1
3 cut down	4 turn on	C energy 5	D a car 6
5 waste	6 drive	E change 2	F the light 4

b) Now say the words.

2 Complete and listen.  Track 34

a) Complete the dialogue between Nina and Dr. Robson.



Why is carbon dioxide important?
What can we do about climate change?
~~Can I ask you some questions?~~
Why is that happening?
Is our climate really changing?

Nina: *Excuse me Dr. Robson.* Can I ask you some questions?
Dr. Robson: *Yes of course, Nina.*
Nina: Is our climate really changing?
Dr. Robson: *Yes, it is. It's changing very quickly.*
Nina: Why is that happening?
Dr. Robson: *It's because of carbon dioxide. We produce carbon dioxide when we produce and use energy, drive cars or fly planes.*
Nina: Why is carbon dioxide important?
Dr. Robson: *When there's too much carbon dioxide above the Earth, the climate gets hotter.*
Nina: What can we do?
Dr. Robson: *Think carefully about everything we do. We shouldn't waste anything – petrol, water, electricity.*

b) Listen and check.

3 Underline the correct word in each sentence.

1 The traffic light is red. You (must/*should*) stop.
2 It's a nice day. We (*must/should*) play walk to work.
3 We (*must/should*) try to produce less carbon dioxide.
4 We (*must/should*) be very careful when we cross a busy road.
5 You (*mustn't/shouldn't*) leave the lights on when you leave a room.
6 In Saudi Arabia cars (*must/should*) drive on the right side of the road.

GRAMMAR STUDY

countable

He's got **too many** bags.

His friend's got **fewer** bags



uncountable

This girl's got **too much** rice.

Her friend's got **less** rice.



4 Complete with *fewer, less, too many* or *too much.*

We drive too many cars. We should use fewer cars.

1 Be careful, Omar. You're carrying too many books.
2 Turn the light off. We're using too much electricity.
3 We should try to make fewer journeys in planes.
4 Fahad can't shut his case because there are too many clothes in it.
5 To waste less paper, we should write on both sides.
6 We are causing climate change because we are producing too much carbon dioxide.



5 Read, listen and say.  Track 35

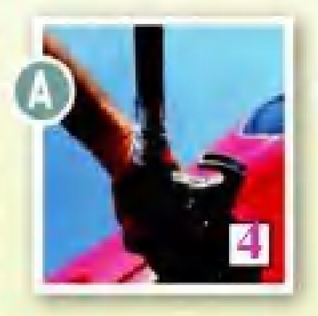
a) Read the poem.

The world is getting warmer
The weather's getting strange,
It's our life style that is causing
our rapid climate change.
We're using too much petrol,
too much gas and oil, too.
We should try to stop producing
too much carbon dioxide.
Is your journey necessary?
Don't drive or take a plane,
Why not walk or ride a bike,
take a bus or catch a train?

b) Listen to the poem.

c) Repeat the poem.

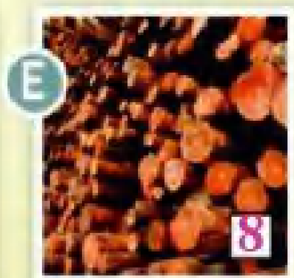
6 Match and number. 

A 

B 

C 

D 

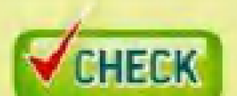
E 

F 

G 

H 

1 glass
2 oil
3 water
4 petrol
5 paper
6 coal
7 gas
8 wood



Unit 6 Different places

LESSON 1 *Old places*



1 Look, read and say.

a) Look at the picture. Who can you see? Where are they?

Julian: *Hi, Fahad. How are your lessons?*
Fahad: *Hi, Julian. Fine, thanks.*
Julian: *Here's your activities programme for this month.*
Fahad: *Thanks very much.*

BOURNEMOUTH ENGLISH SCHOOL		
OCTOBER	SOCIAL ACTIVITIES	
Saturday 9th	**Visit Stonehenge** 10.00 – 16.00 *Come and see the 4,000 year old stone circle.*	
Sunday 17th	**The Hawk Conservancy** 11.00 – 16.00 *See a selection of birds of prey. Some of them are endangered.*	
Saturday 23rd	**London** 08.00 – 19.30 *Visit the capital city. Lots of time for sightseeing and shopping.*	
Saturday 30th	**Oxford** 08.00 – 19.00 *Enjoy a day in this historic university city.*	

b) Read about the school trips. Which is the longest trip?

c) Read about Fahad and answer the questions.

Fahad is very interested in hunting with birds. Sometimes he and his father go out with hunting birds in Saudi Arabia. He's also very interested in prehistoric places like the Al-Rajajil standing stones in the north of his country. His friends Jim and Fred live in Oxford so he can go there any time. He really wants to buy some presents for his family and he's going back to visit them in December – but he could buy presents in Bournemouth. He'd also like to go to London zoo.

1 Which two or three trips do you think Fahad chooses? Why?
2 Which *two* would *you* choose? Why?

Unit 6 Different places

1

a)

Julian, Fahad and Claudio.

They are at the Bournemouth English School.

b)

The trip to London.

c)

1. I think Fahad would choose "The Hawk Conservancy" because he is very interested in hunting with birds. He also would choose "Visit Stonehenge" because he is interested in prehistoric places. He'd also like to go to London zoo.

2. I would choose London for sightseeing and shopping. I also would choose "The Hawk Conservancy" because I'm very interested in hunting with birds.

2 **LOOK!**

Fahad's **probably** going to Stonehenge on the 9th. (He **thinks** he **is**.)

He's **possibly** going to London on the 23rd. (He **doesn't know**.)

3 **Read, listen and say.**


Track 36

a) **Read the magazine article.**
Do we know why prehistoric people built Al-Rajajil? No, we don't.

b) **Read the article again.**
Which of these sentences is *not* a possible or probable explanation for Al-Rajajil?

1 They were a trade centre.
2 They were a religious centre.
(3) They were an old castle.
4 They were a meeting place.

c) **Listen and repeat.**

They were possibly a trade centre.

They were probably a meeting place.



In Al-Jowf, in the Northern Desert of Saudi Arabia, you can find the standing stones of Al-Rajajil ('The Men'). They are probably over 5,000 years old. There are 54 groups of stones and some of them are three metres high. They go in parallel lines from east to west.

Why did those early people put these stones in the middle of a desert? Was it a prehistoric religious centre? Possibly.

Archaeologists do not agree about this. Some believe that the stones were probably a meeting place for people in the area.

Possibly they were also a trade centre. Many important trade roads crossed the Al-Jowf area.

The Al-Rajajil stones are a fascinating mystery.

d) **Why do *you* think they built Al-Rajajil? Use *probably* and *possibly* when you talk about it.**

see Workbook pp118–119

d)

They were possibly a trade centre.

They were probably a meeting place for people in the area.

They were possibly a religious centre.

Unit 6 Different places

LESSON 2 *I'm turning the lights off*

1 Say, listen and read.  Track 37

a) Look at the picture.
What is Nina doing? Why do you think she is doing it?

b) Listen. Why is Penny going to the kitchen? To make a cup of tea.

Penny:	*What are you doing, Nina?*
Nina:	*I'm turning the lights off, Mum.*
Penny:	*Why?*
Nina:	*To save energy.*
Penny:	*But I can't read my newspaper. Why do you want to save energy?*
Nina:	*To stop climate change. Miss Jennings says we shouldn't waste electricity. And it's a waste of money!*
Penny:	*Mmm ... I agree. We should turn off the lights when no one's in the room, but not when I'm reading my newspaper!*
Nina:	*OK, Mum. Do we need the lights on in the hall?*
Penny:	*No. No, we don't.*
Nina:	*Anyway, I'm going upstairs to do my homework.*
Penny:	*And I'm going to the kitchen to make a cup of tea. Would you like one?*

c) Listen again.

1 Why is Nina turning the lights off? To save energy.

2 Why is she going upstairs? To do her homework.

d) Match the beginnings and endings of the sentences.

1 Nina's turning off the lights — a to do her homework.

2 She wants to save energy — b to stop climate change.

3 She's going upstairs — c to make a cup of tea.

4 Penny's going to the kitchen — d to save energy.

1 d 2 b 3 a 4 c



2 Say, read and write.

Look at the pictures and read the beginnings of the sentences. Complete the sentences.

She's going upstairs ...
... to do her homework.

1 She's going upstairs ... to do her homework

2 They're waiting at the station ... to catch a train.

3 She's sitting down ... to watch the TV.

4 He's going into the shop ... to buy some bread.

5 They're going to the park ... to play football.

6 He's putting on his glasses ... to read the newspaper.











3 Write.

Write the opposites. Use these words.

1 put on take off
2 come in go out
3 go away come back
4 get up go to bed
5 pick up put down
6 go to sleep wake up

come back	go out
go to bed	put down
~~take off~~	wake up



4 Read the e-mail.

Dear Reema,
Could I ask you a favour?
At school this week we're doing a project about people's favourite places in different countries. Elena's doing something about Italy and Mrs. Baran is going to give me her favourite place in Poland. Could you write something about your favourite place in Saudi Arabia, please?
We're going to publish all the places in our school magazine.
How are you and your family?
Possibly, just possibly, we're coming to Riyadh in December to visit Dad.
With best wishes
Nina

see Workbook pp120–121

Unit 6 Different places

LESSON 3 *Favourite places*

1 Read and say.

Match two photographs to each description of a place.







Reema 3 4

Last summer my father took us to Taif. Taif is a city in the west of Saudi Arabia. It's 1,700 metres above sea level so it's beautifully cool. People call it the 'Garden of the Hejaz' because of all the fruit and flowers. The bees love the flowers and make really wonderful local honey. There are more than 400 parks in and around the city. There are beautiful, old traditional houses among the modern buildings. Also, with all its traditional souks, it's a great place for shopping! Yes, Taif's certainly my favourite place in Saudi Arabia.

Barbara 1 6

My favourite place is a small town called Zakopane in the south of Poland. We went there last year. It's very near the Tatra mountains. It's great to go walking in the mountains in the summer, and you can ski there in the winters – but it's *very* cold! People from the Tatra mountains still wear traditional clothes, not like clothes that other Europeans wear. And the local food is delicious, especially the local cheese. The only problem is that there are a lot of tourists, particularly in the school holidays. But it doesn't matter! There's so much to do and see.

Elena 2 5

Florence is a city in Italy. I went there two years ago. The Italians call it Firenze. It's a very old city, and it's full of museums, art galleries, palaces and markets. My favourite market is the Central Market – they sell wonderful food there. And my favourite Palace is Palazzo Vecchio (Old Palace). And it *is* old, too. They built it more than 700 years ago. Florence is one of the busiest cities in Italy, very crowded, very noisy, but *so* exciting! And the restaurants! Yes, it's definitely my favourite place.

2 Say and write.

a) What is *your* favourite place? What can you see and do there?

b) Write about your favourite place.

- Where is it?
- What can you see there?
- What can you do there?
- Why do you like it?

My favourite place is Taif in Saudi Arabia. I can see many fruits and flowers in Taif or "Garden of the Hejaz". I can visit many parks there and also I can go shopping. I like Taif because there are beautiful and old traditional houses among the modern buildings.



3 Write and listen. Track 38

a) Put the words in the questions into the correct order. Use capital letters where necessary.

1 father where her summer last did reema's take ?

Where did Reema's father take her last summer ?

He took her to Taif.

2 go to when zakopane barbara did ?

Where did Reema's father take her last summer?

She went there last year.

3 florence they build did the old palace when in ?

When did Barbara go to Zakopane?

They built it more than 700 years ago.

4 year elena did florence go to last ?

When did they build the Old Palace in Florence?

No, she didn't go last year. She went two years ago.

5 two she did ago go years ?

Did Elena go to Florence last year?

Yes, she did.

b) Listen and check.

c) Close your books.

Listen to the questions again.
Say the answers.



see Workbook pp122–123

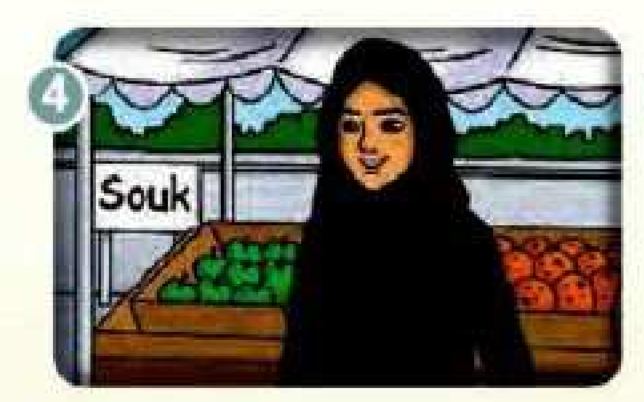
Unit 6 Different places

LESSON 4 *REVIEW*

1 Read, write and say.

a) Read and complete the sentences correctly.







see the Rajajil ~~**play a game of football**~~ **see the museums and palaces** **visit their father** **shop in the souk** **ski in the mountains.**

1 Yasser is going to the park to play a game of football.
2 Rakan visited Al-Jowf in March to see the Rajajil.
3 Jack went to Zakopane last year to ski in the mountains.
4 Fatima is going to visit Taif soon to shop in the souk.
5 Fred and Nina are possibly going to Riyadh to visit their father.
6 Elena went to Florence two years ago to see the museums and palaces.



b) Ask and answer.

Why is Omar going to the park?

To play a game of football.

b)

First student	Second student
Why did Rakan vist Al-Jowf in March?	To see the Rajajil.
Why did Jack go to Zakopane last year?	To ski in the mountains.
Why is Fatimah going to visit Taif soon?	To shop in the souk.
Why are Fred and Nina possibly going to Riyadh?	To visit their father.
Why did Elena go to Florence two years ago?	To see the museums and palaces.

GRAMMAR STUDY

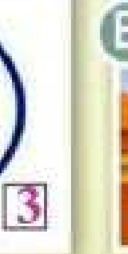
Complete the past simple tense irregular verbs: questions and negatives

past simple	negative	question
I put on	I didn't put on	did I put on ...?
You came in	You didn't come in	did you come in ...?
He got up	He didn't get up	[1] Did he get up ...?
[2] She woke up	She didn't wake up	did she wake up ...?
It went away	[3] It didn't go away	[4] Did it go away?
We took off	[5] We didn't take off	[6] Did we take off ...?
[7] They threw away	They didn't throw away	[8] Did they throw ...?

2 Underline the correct way to complete each sentence.

1 When (*Reema go/Reema didn't go/did Reema go*) to Taif?
2 Omar is hungry because (*he ate/he didn't eat/did he eat*) breakfast.
3 Fred left at nine and (*he came/he didn't come/did he come*) back at ten.
4 What animals (*Fahad saw/Fahad didn't see/did Fahad see*) at the zoo?
5 Elena (*went/didn't go/did go*) to school because she wasn't well.
6 Where (*Nina left/Nina didn't leave/did Nina leave*) her bag?

3 Match and number.






A [3] B [4] C [1] D [6] E [2] F [5]

1 flower 2 glasses 3 circle
4 desert 5 bee 6 hawk (as in bird)



4 Ask and answer.

Talk about a favourite place you visited last year.

Where did you go?
What did you see?
What did you do?
Why was the visit nice?

Unit 7 Our world

LESSON 1 *The three banks*

1 Say, listen and write. Track 39

a) Look at the picture.
What is Charlie looking at?
What are they for?

b) Listen.
Which bank does the school *not* have?

a bottle bank	**a paper bank**
a wood bank	**a plastic bank**

Charlie: *What are those new bins in the playground, sir?*

Mr. Norris: *They're for recycling, Charlie.*

Charlie: *Recycling what, sir?*

Mr. Norris: *Well, there are three of them. One's a bottle bank, one's a plastic bank and one's a paper bank. You must be careful to put the correct things into the correct bin.*

Charlie: *So anything made of plastic goes into the plastic bank …*

Mr. Norris: *And anything made of glass goes into the bottle bank …*

Fred: *And anything made of paper goes in the paper bank.*

Mr. Norris: *Quite right, Fred.*

Charlie: *What about things made of wood, sir?*

Mr. Norris: *We don't need a wood bank, Charlie. We don't need to recycle wood.*

Charlie: *Why not?*

Mr. Norris: *Because wood rots naturally. In a few years wood disappears back into the earth.*

c) In which bank must you put:
glass bottles plastic bottles newspapers
Why?

Because a glass bottle is made of glass.

d) Ask and answer.



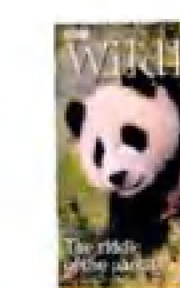
What's a newspaper made of?

A newspaper's made of paper.











Unit 7 Our world

1

a)

Charlie is looking at recycling banks.

They are for recycling rubbish.

b)

A wood bank.

c)

Glass bottle: The bottle bank. /Because a glass bottle is made of glass.

Plastic bottle: The plastic bank. /Because a plastic bottle is made of plastic.

Newspapers: The paper bank. /Because a newspaper is made of paper.

d)

1. What's a table made of?

   A table's made of wood.

2. What's a pen made of?

   A pen's made of plastic.

3. What's a notebook made of?

   A notebook's made of paper.

4. What's a pencil made of?

   A pencil's made of wood.

5. What's a window made of?

   A window's made of glass.

6. What's a magazine made of?

   A magazine's made of paper.

e) Complete the sentences.

A newspaper 's made of paper.

1 A table 's made of wood.
2 A pen 's made of plastic.
3 A notebook 's made of paper.
4 A window 's made of glass.
5 A pencil 's made of wood.
6 A magazine 's made of paper.

f) Write questions and answers.



1 What's the telephone made of? White plastic.

2 What's the sweater made of? Blue wool.

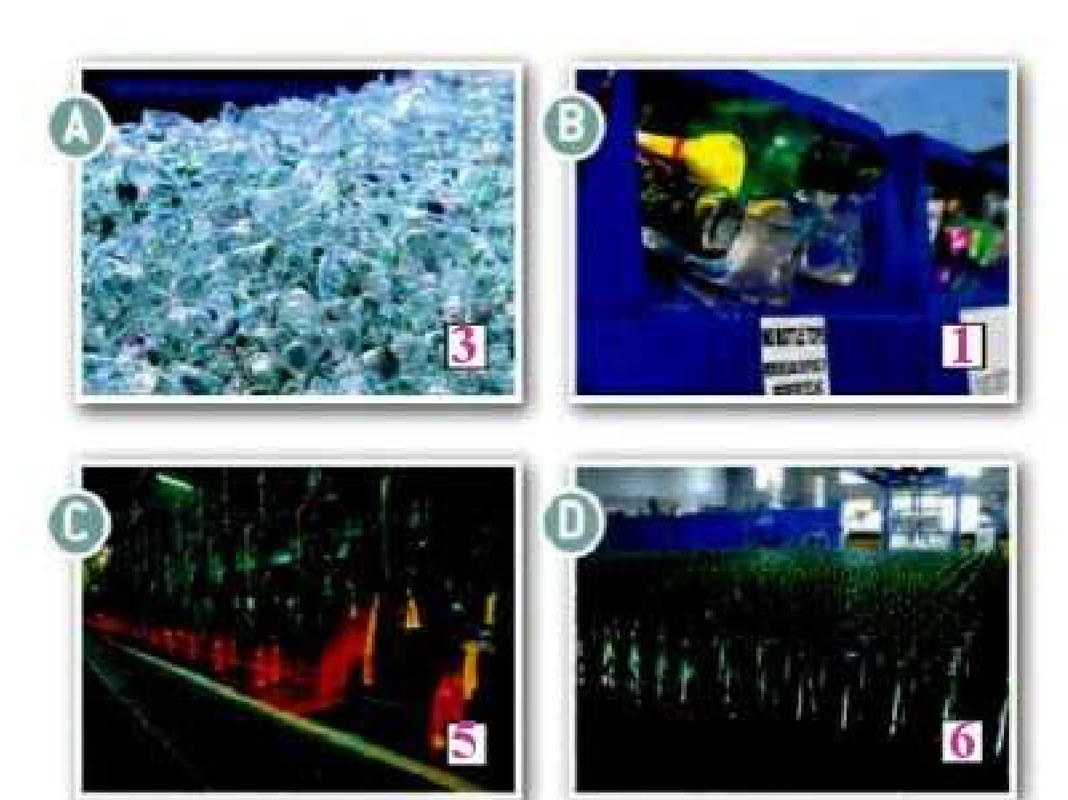
3 What're the shoes made of? Brown leather.

CHECK

2 Match the sentences and the pictures.

What happens to our old bottles?

1 When the bottle bank is full ...
2 ... they take the bottles to a recycling centre.
3 They break the bottles into small pieces ...
4 ... and heat them.
5 When the glass is very hot ...
6 ... they can make new bottles.







Pronunciation corner



Track 40

a) Listen to the words.

b) Listen again and repeat.

c) Listen again. Write the words in the correct column.

cold	gold

see Workbook pp124–125

Unit 7 Our world

LESSON 2 *What's it for?*

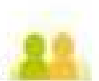
1 Say and write.

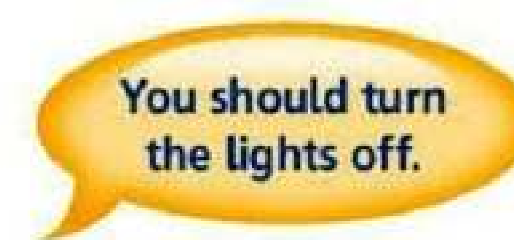
a) Look at the pictures. What can you see? Find seven differences.

b) In which picture is the family doing more to stop climate change? Why?





c) Give the family in Picture 1 some advice. 



d) Write your advice.

Order the words and punctuate the sentences.

1 should/you/off/the/turn/lights

You should turn the lights off.

2 water/you/off/the/should/turn

You should turn the water off.

3 recycle/should/your/you/rubbish

You should recycle your rubbish.

4 paper/you/both/should/write/on/the/sides/of

You should write on both sides of the paper.

5 to/shouldn't/school/you/drive

You shouldn't drive to school.

6 should/you/outside/garden/the/in/your/clothes/dry

You should dry your clothes outside in the garden.



Unit 7 Our world

1

a)

I can see a kitchen.

Picture 1	Picture 2
The clothes are in the dryer.	The clothes are in the garden.
The light is on.	The light is off.
The tap is on.	The tap is off.
The rubbish bin is full.	There is no rubbish bin.
There are no recycling bins.	There are recycling bins in the garden.
There is writing on one side of the paper.	There is writing on both sides of the paper.
A boy is getting into a car.	A boy is waiting at the bus stop.

b)

The family in Picture 2. Because they are saving energy, saving water and paper and recycling rubbish.

2 Read, listen and say.  Track 41

a) Read the poem.

b) Listen to the poem.

c) Listen again and repeat.



Planet Earth

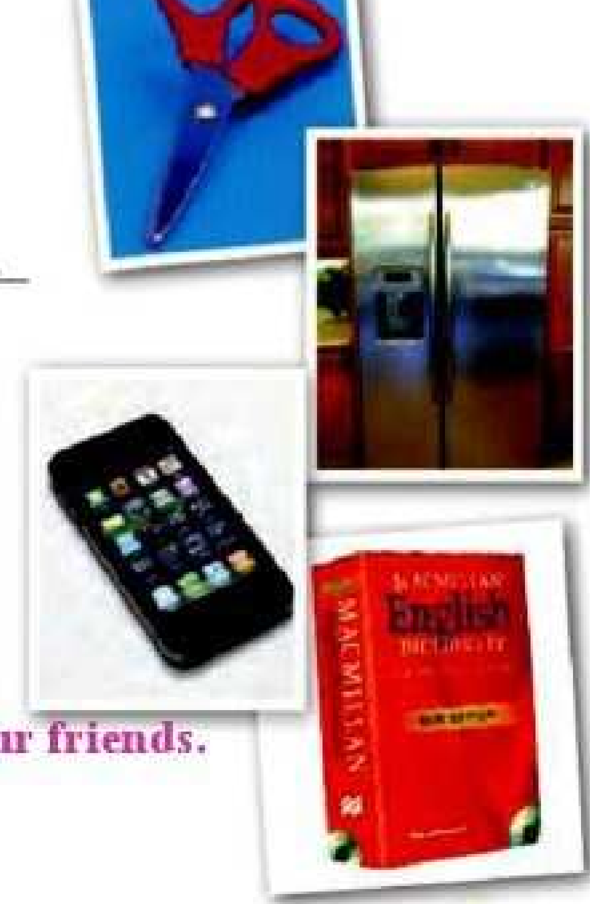
Be careful with our Planet Earth.
Don't make matters worse!
Learn these words and don't forget
To do what's in this verse.

Don't throw away your plastic bags.
Use them one more time,
Or put them in the plastic bank
And don't forget this rhyme.

Turn off the taps, turn off the lights,
Save electricity,
You shouldn't waste, you should conserve,
So say these words with me.

Be careful with our Planet Earth.
Don't make matters worse!
Learn these words and don't forget
To do what's in this verse.

3 Write questions and answers.



1 bottle bank/it/recycle bottles
What's a bottle bank for? It's for recycling bottles.

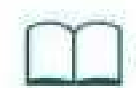
2 scissors/they/cut paper
What are scissors for? They're for cutting paper.

3 fridge/it/keep food cold
What's a fridge for? It's for keeping food cold.

4 mobile phones/they/talk to your friends
What are mobile phones for? They're for talking to your friends.

5 dictionary/it/look up words
What's a dictionary for? It's for looking up words.

CHECK

 see Workbook pp126–127

Unit 7 Our world

LESSON 3 *Mount Pinatubo*

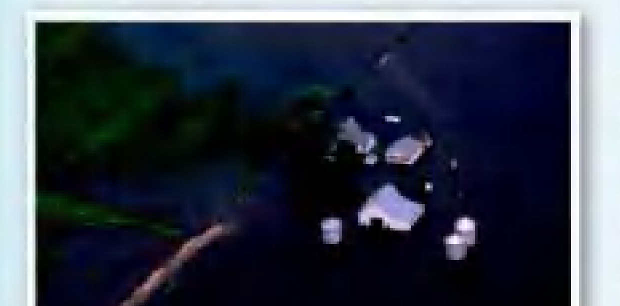
1 Read and say.

a) Read about Mount Pinatubo.

Is all climate change man-made? **No, it isn't.**

On 15th June 1991 a volcano called Mount Pinatubo erupted. Mount Pinatubo is in The Philippine Islands in the Pacific Ocean.

The eruption lasted for nine hours and 800 people died, but this was not the end of the problem.



First, gas and ashes came out of Pinatubo and rose 34 km into the sky. The gas was sulphur dioxide (SO_2). Scientists say that between 15 and 30 million tonnes of SO_2 went up into the air and it formed an enormous cloud. Then this cloud travelled slowly round the world and produced serious climate change. The heat from the sun could not get through the cloud and the world's climate got cooler. In 1992 North America had the coldest, wettest winter for 77 years, and in 1993 there were serious floods near the River Mississippi. In Africa the change was different. The Sahel Desert in North Africa had even less rain than usual. There was a very serious drought.

Most of our climate change is man-made – but natural events can cause even larger and more sudden changes.



b) Read again.

Find words that mean:

1 too much water **flood**

2 not enough water **drought**

c) In pairs, order the events.

A Gas and ashes rose into the sky. [2]

B Mount Pinatubo erupted. [1]

C North America had a very cold, wet winter. [5]

D The cloud travelled round the world. [4]

E The gas formed a cloud. [3]

F The River Mississippi flooded. [6]

LOOK!

First, gas and ashes came out of Mount Pinatubo …
Then this cloud travelled slowly round the world …

2 Listen, complete and say. Track 42

a) Read Fred's e-mail to Omar.
Pay attention to the highlighted words.

Dear Omar,
Great news! We're definitely coming to Saudi Arabia to see Dad in December. But we've got a lot of things to do. **First** we must get some passport photos for our visas. **Then** we must take the passports to the Royal Embassy of Saudi Arabia in London. **Next** we must get our plane tickets and **after that** we must do our shopping. And **finally** we arrive in Riyadh!
I can't wait!
Fred

b) Listen and repeat the sentences.

3 Say.

What did you do last Thursday?

First I ... then ...

Pronunciation corner Track 43

a) Match the words that rhyme.

1	should	a	shouldn't
2	said	b	Mum
3	made	c	nurse
4	couldn't	d	daughter
5	some	e	bed
6	worse	f	take
7	break	g	played
8	water	h	wood

1 h 2 e 3 g 4 a 5 b 6 c 7 f 8 d

b) Listen and check.

c) Listen again and repeat.

see Workbook pp128–129

Unit 7 Our world

LESSON 4 *REVIEW*

1 Name, listen, say and repeat. Tracks 44 and 45

Number one.

It's a bag.

a) Name the pictures. Use *it's a ...* and *they're ...*

1 2 3 4 5 6

b) Listen and number the correct words.

A a magazine	☐	B forks	1
C glasses	☐	D a window	☐
E a bag	☐	F books	☐

Where should I put the magazine?

It's made of paper so it should go in the paper bank.

c) Say sentences about the things in Exercise b.

d) Listen and repeat.

2 Order the words and punctuate the sentences.

1 for/up/a/words/is/dictionary/looking

A dictionary is for looking up words.

2 chair/is/sitting/for/a/on

A chair is for sitting on.

3 those/what/for/scissors/are

What are those scissors for?

4 recycling/bottle/a/bottles/for/is/bank

A bottle bank is for recycling bottles.

5 the/across/travelling/a/for/boat/sea/is

A boat is for travelling across the sea.



Unit 7 Our world

1

a)

1. It’s a bag.
2. It’s a window.
3. They’re glasses.
4. It’s a magazine.
5. They’re forks.
6. They're notebooks

3

LOOK!

First, they take the bottles to the bottle bank.

In this order:	*Or in this order:*	*Or in this order:*
After that, they take the bottles to the recycling centre.	**Then,** they take the bottles to the recycling centre.	**Next,** they take the bottles to the recycling centre.
Next, they break the bottles into small pieces.	**After that,** they break the bottles into small pieces.	**Then,** They break the bottles into small pieces.
Then, they heat the pieces of glass.	**Next,** they heat the pieces of glass.	**After that,** they heat the pieces of glass.
Finally, when the glass is very hot, they can make new bottles.		

4

Correct.



Nina's French friend, Brigitte, wrote to Nina again. This time Brigitte's English spelling isn't very good. Read her e-mail. Find ten more mistakes and correct them.

Dear Nina,

We had an interesting ~~leson~~ lesson about climate change yesterday. Our teacher ~~tolde~~ told us about a volcano called Mount Pinatubo in the Philippine Islands. When the volcano erupted in 1991, 800 ~~poeple~~ people died. But there was another ~~probem~~ problem. Scientists say that between 15 and 30 million tonnes of sulphur dioxide went into the ~~ari~~ air and it formed an enormous cloud. This cloud travelled slowly round the ~~worlde~~ world. The heat from the sun could not get through and the world's climate got cooler. In 1992 North America had the coldest, ~~wettist~~ wettest winter for many years. The next ~~yeer~~ year there were serious floods but in Africa the ~~chang~~ change was different. North Africa had less rain than ~~usul~~ usual. There was a very serious drought.

Email me and tell me about one of your lessons.

With best ~~wyshes~~ wishes,

Brigitte

5

Read and play.

a) **Choose ten words from Brigitte's e-mail. Write them on a piece of paper.**

b) **Ask your friend to spell the words.**

Spell 'many' please.

M-A-N-Y.

Yes, correct.

Unit 8 Spare time

LESSON 1 *It looks like a lamp*

1 Say, listen and write. Track 46

a) Look at the pictures. Who can you see? What do you think is in the box?
Lucy, Miss Jennings, Nina and Elena.
I think she has things made of plastic but I don't know about there use.

b) Listen. What did Lucy buy?
A bird feeder.

Miss Jennings:	*Good morning, everybody.*
Everybody:	*Good morning, Miss Jennings.*
Miss Jennings:	*Lucy, what's that next to your desk?*
Lucy:	*It's a present for my grandma. I bought it on the way to school. I'm going to give it to her this evening.*
Nina:	*What is it, Lucy?*
Miss Jennings:	*Don't be nosy, Nina.*
Lucy:	*That's OK, Miss Jennings. I don't mind. Could I show it to her?*
Miss Jennings:	*Of course, Lucy, we can all see.*
Lucy:	*Here, look!*
Nina:	*But what is it? It looks like a small spaceship!*
Elena:	*No it doesn't. It looks like a lamp.*
Lucy:	*Well, it isn't a spaceship, and it isn't a lamp. Let me tell you. In the winter, when the weather's cold, my Grandma likes feeding the wild birds. This is a bird feeder. She can put it outside her living room window and watch the birds feeding in her spare time.*
Nina:	*But how does it work?*
Lucy:	*Look ...*



c) Listen again. Are these sentences true (T) or false (F)?

Correct the false sentences.

1 Nina knows what the present is. T ☐ F ☑

Nina doesn't know what the present is

2 She thinks it looks like a spaceship. T ☑ F ☐

____

3 Lucy's grandma feeds the birds in the summer. T ☐ F ☑

Lucy's grandma feeds the birds when the weather's cold.

4 She's going to put the feeder in her living room. T ☐ F ☑

She's going to put the feeder outside her living room window

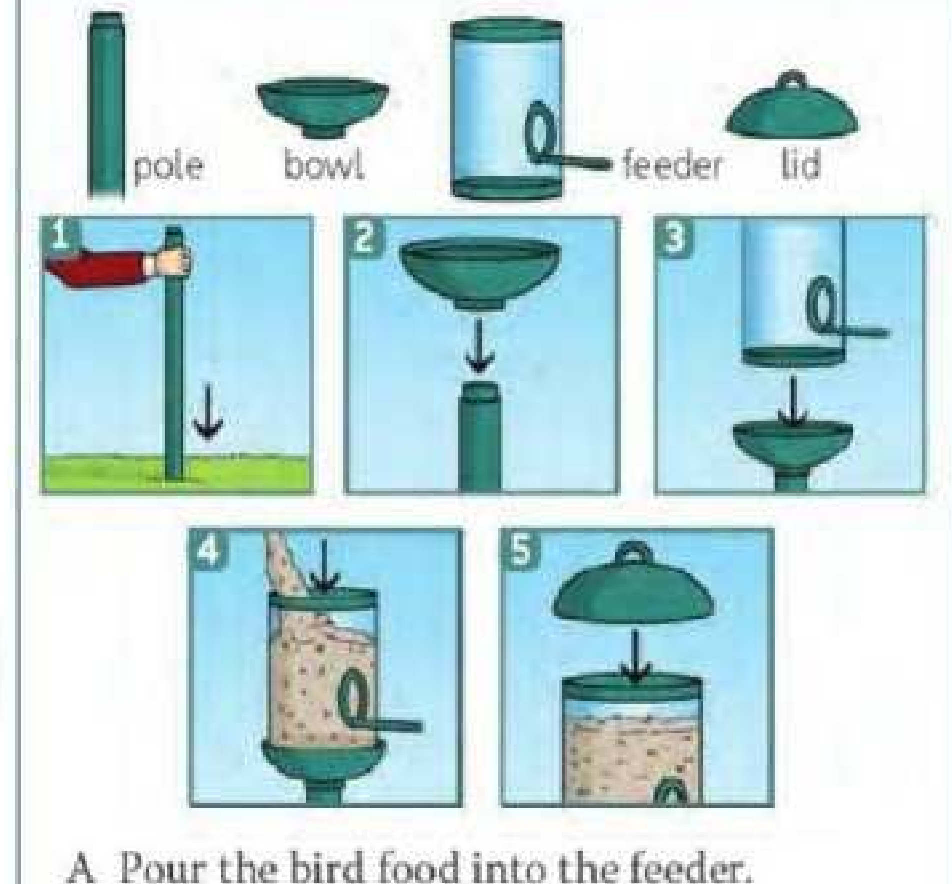
2 Read, say and listen. 

a) Look at the pictures and read the instructions.

b) Match the pictures and the instructions.

1 B 2 E 3 D 4 A 5 C

c) Listen and check.



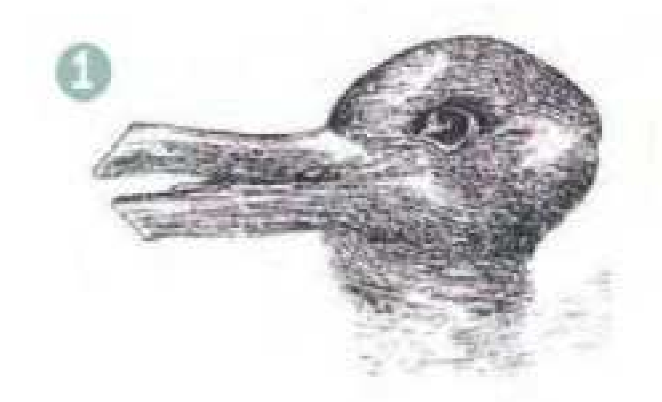
A Pour the bird food into the feeder.
B Put the pole in the ground.
C Put the lid onto the feeder.
D Put the feeder onto the bowl.
E Put the bowl onto the pole.

3 Say and write.





a) Look at the pictures. What can you see?







b) What did *you* say the pictures were?

1 It looks like a duck. It looks like a rabbit.
2 It looks like a young woman. It looks like an old woman.
3 It looks like a vase. It looks like two heads.

4 Write.

Underline the correct words to complete the instructions.

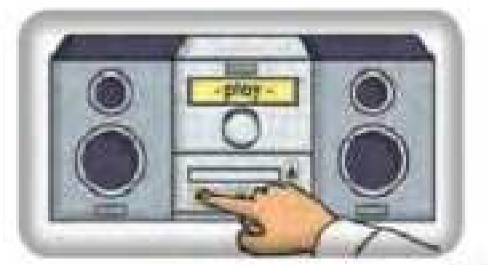
How to play a CD

1 (*Next/First*) you press 'open'.
2 (*First/Then*) you put the CD in.
3 (*Next/Finally*) you close the lid.
4 (*Then/Finally*) you press 'play'










see Workbook pp130–131

LESSON 2 *Stonehenge*

1 Read and say.

Read about Stonehenge and answer the questions.

1 How old is Stonehenge?
2 What questions do people ask about Stonehenge?
3 Did the stones come from the local area?

2 Listen, underline and say.


Track 48

a) Listen and underline.

1 Fahad thinks that Stonehenge was an observatory. Claudio (*agrees/disagrees*) with him.

2 Fahad thinks that they may never know what Stonehenge was. Claudio (*agrees/disagrees*) with him.

b) Why do *you* think they built Stonehenge.

Fahad: *That was a really interesting trip, Claudio, wasn't it?*

Claudio: *Yes. I really enjoyed it. Why do you think they built Stonehenge, Fahad?*

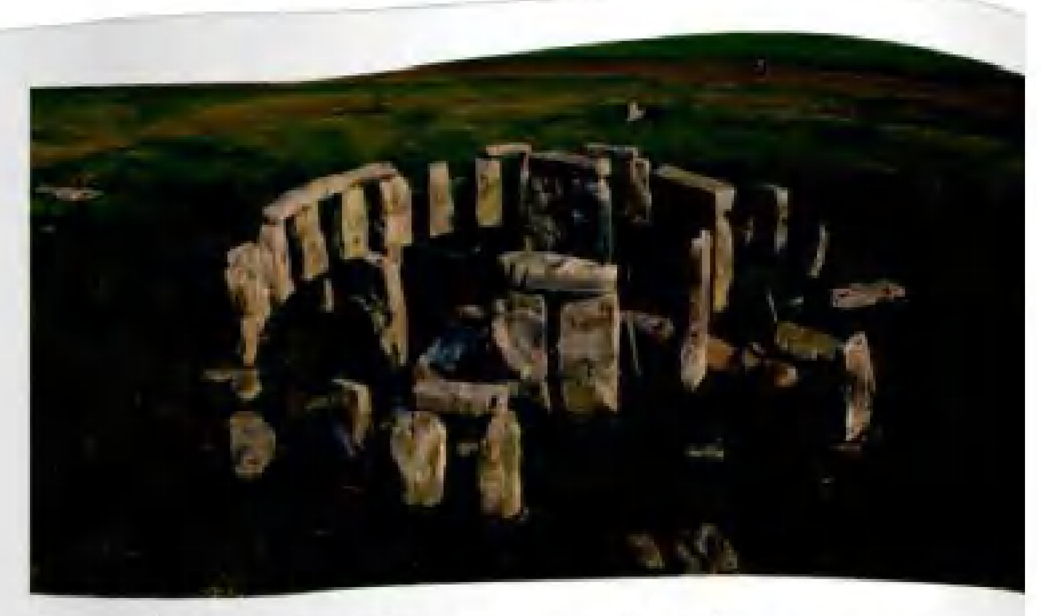
Fahad: *Mmm ... I don't know. I think it was probably an observatory where they studied the planets and stars.*

Claudio: *I do, too.*

Fahad: *I don't think we may ever know.*

Claudio: *No, neither do I.*

Fahad: *Do you know, we've got standing stones in Saudi Arabia, too? They're called Al-Rajajil. Here, let me show you some photos.*



Stonehenge is a famous circle of stones in southern England. It stands on a flat, windy plain near the city of Salisbury.

Archaeologists believe that early Britons built Stonehenge between 3,500 and 4,500 years ago.

These builders had only very primitive tools, but they built this huge monument of stones.

One of the largest stones weighs about 50 tonnes. Some stones are more than 7 metres high.

People from all over the world visit this ancient monument and they all ask the same questions.

How did they build Stonehenge and *why*?

We may never know.

Facts about Stonehenge

- The sun rises above one o[f] the stones at Stonehenge on midsummer's day, the longest day of the year.
- The smaller stones (up to 5 tonnes) came from the Preseli Mountains in Wales, which is more than 400 km to the west.
- The larger stones probabl[y] came from an area 30 km to the north.

Unit 8 Spare time

1

1. It's between 3,500 and 4,500 years old.
2. How did they build Stonehenge? Why did they build Stonehenge?
3. No, they didn't.

2

a)

1. agrees
2. agrees

b)

I agree with Fahad. I think it was probably an observatory where they studied the planets and stars.

3 Read, choose, listen and say. Track 49

I think it was an observatory.

So do I.

I don't think we can ever know.

Neither do I.

a) Tick (✓) the correct responses.

1 Fahad enjoyed the trip to Stonehenge.
 a So did Claudio. ☑ b Neither did Claudio. ☐

2 Reema likes ice cream.
 a So do I. ☑ b Neither do I. ☐

3 Omar doesn't like coffee.
 a So does Fred. ☐ b Neither does Fred. ☑

4 Lucy and Elena go to school.
 a So do we. ☑ b Neither do we. ☐

5 Ibrahim isn't an English name.
 a So is Ranya. ☐ b Neither is Ranya. ☑

b) Listen and check.

c) Listen again and repeat the responses.

4 LOOK!

How did they build Stonehenge and *why*?
We **may** never know. = It's **possible** that we can't know.

5 Write.

Express possibility. Put the words into the correct order.

1 Take your umbrella. may/rain/it
 Take your umbrella. It may rain.

2 Close the window. parrot/the/escape/may
 Close the window. The parrot may escape.

3 tomorrow/you/may/I/see
 I may see you tomorrow.

4 December/house/go/Yasser's/may/Fred/to/in
 Fred may go to Yasser's house in December.

CHECK

see Workbook pp132–133

Unit 8 Spare time

LESSON 3 *Holiday time*

1 Say.

a) Where do you go on holiday?

b) What do you do there?

c) Where would you *like* to go?

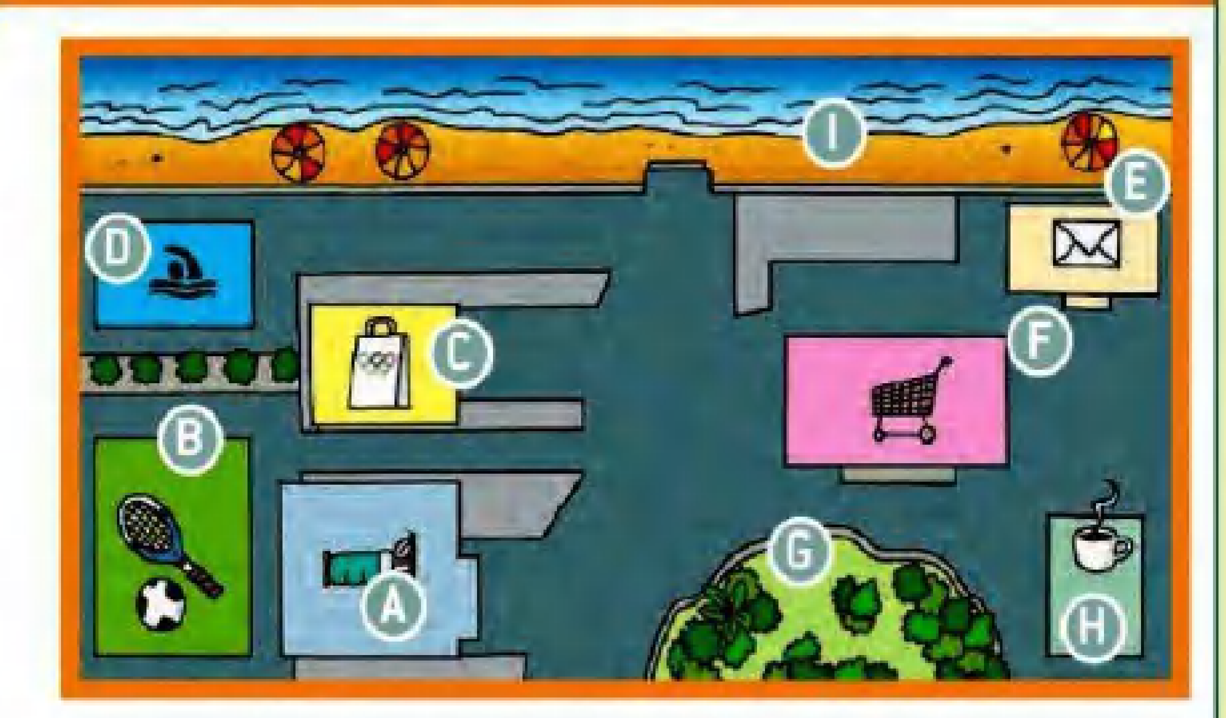
2 Read and write.

a) Every summer Charlie and his family go on holiday for two weeks. Where do they go? Read the text and find out.

COME TO **THE ISLAND HOLIDAY VILLAGE**

FOR A GREAT TIME!

We have something for all the family!



Sports

We have a Fitness Centre where you can do exercises and many other games. There is a shop next to the Fitness Centre where you can buy all types of sports equipment.

Next to the shop is a fantastic swimming pool.

Shopping

There is a supermarket, a bank and a post office.

Eating

There is a restaurant in the hotel where you can have breakfast, lunch and dinner. There is also a snack bar for tea, coffee and sandwiches. You can also have a snack outside in the Café in the Park. Or you can order a picnic from the hotel and eat it on the beach.

b) Label A–H with the correct words.

café hotel park post office fitness centre sports shop swimming pool supermarket beach

A hotel

B fitness centre

C sports shop

D swimming pool

E post office

F supermarket

G park

H café

I beach

Unit 8 Spare time

1

a) I go to Rome with my family.

b) We go to huge parks in Rome and we eat in amazing restaurants.

c) I'd like to go to Italy.

2

a)

The Island Holiday Village.

3 Look, listen and say. Track 50

a) Last year Charlie met some new friends on holiday. Look at the picture. Describe them.

1

Fred:	*Who's that boy over there?*
Charlie:	*Which boy, Charlie?*
Fred:	*The one with the dark hair.*
Charlie:	*There are two boys with dark hair.*
Fred:	*The one in the red shirt. The one standing next to the table.*

2

Fred:	*Who's that boy sitting at the table?*
Charlie:	*There are four boys sitting at the table.*
Fred:	*The one with the blond hair.*
Charlie:	*There are two boys with blond hair.*
Fred:	*The one in the green shirt. The one holding some juice.*



b) Listen. Which boy is Fred asking about? E and A

c) Read the dialogues again.

d) Ask and answer about other boys in the picture.

4 LOOK!

He's the boy **with dark hair.**
He's the man **in blue jeans.**
She's the girl **talking to** Reema.

5 Re-write these sentences.

Use a preposition or an *-ing* verb.

I know the boy. He's wearing black trousers.

I know the boy in black trousers.

Who's the girl? She's taking a photo.

Who's the girl taking a photo?

1 Who's the woman? She's with Ranya.

Who's the woman with Ranya?

2 Look at the man. He's in the red car.

Look at the man in the red car.

3 I know the boys. They're talking to Omar.

I know the boys talking to Omar.

4 I can see a girl. She's eating ice cream.

I can see a girl eating ice cream.



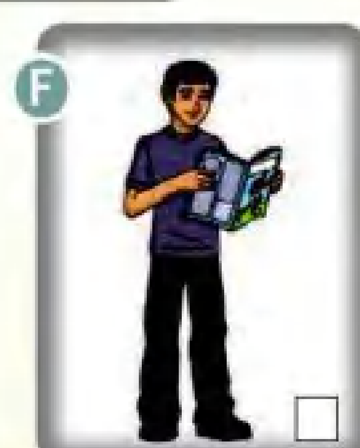

see Workbook pp134–135

Unit 8 Spare time

LESSON 4 *REVIEW*





1 Listen, number and say. Track 51

a) Listen and write the number of the person.

b) Now talk about each picture.

Number one.

This boy is in blue jeans. He's the one holding a football.

2 Read and complete.

Claudio wrote about his trip to Stonehenge. Complete the missing words.



away	between	builders
certain	from	~~place~~
possibly	visit	weighs
	west	

We went to a [1] place called Stonehenge on Saturday. Stonehenge is a famous circle of stones. Archaeologists believe that early Britons built Stonehenge [2] between 3,500 and 4,500 years ago. These [3] builders didn't have modern tools, but they built a monument with huge stones. The smaller stones came [4] from the Preseli Mountains in Wales, which is more than 400 km to the [5] west. The larger ones came from 30 km [6] away and they are more than 7 metres high. One stone [7] weighs more than 50 tonnes.

People from all over the world [8] visit Stonehenge and ask the same questions about the builders. How did they build Stonehenge and why? Some people think it was [9] possibly an observatory and other people think it was a monument. We can never be [10] certain.

CHECK

GRAMMAR STUDY

so *and* neither

***be* present**	***be* past**
Ibrahim is an Arabic name	Lucy was tired last night.
So **is** Fahad.	So **was** Nina.
I am not thirsty.	Fred and Jack weren't late for school.
Neither **am** I.	Neither **were** Charlie and Elena.
present simple verbs	**past simple verbs**
Ranya likes pizza.	Fred went to bed early last night.
So **does** Fatima.	So **did** Jack.
Yasser and Rakan don't live in Taif.	We didn't watch TV yesterday.
Neither **do** Reema and Omar	Neither **did** I.

3 Complete, listen and check.  Track 52

a) Complete the sentences.

1 I **am** happy to arrive home. (I)
So am I.

2 Jack didn't eat his sandwich. (Fred)
Neither did Fred.

3 Lucy decided to feed the birds in her garden. (Nina)
So did Nina.

4 The weather was cloudy on Sunday. (weather on Monday)
So was the weather on Monday.

5 Charlie didn't stay in a hotel on holiday. (Fred)
Neither did Fred.

6 Stonehenge is a famous circle of stones. (Al-Rajajil)
So is Al-Rajajil.

7 The fitness centre wasn't crowded yesterday. (park and café)
Neither were the park and the café.

8 I don't want to play basketball tomorrow. (Rakan)
Neither does Rakan.

b) Listen and check.

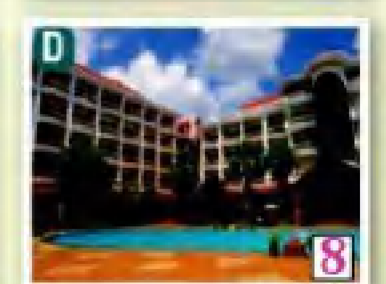
4 Match and number. 

1 duck	2 beach	3 rabbit
4 river	5 basketball	6 volleyball
7 lamp	8 hotel	





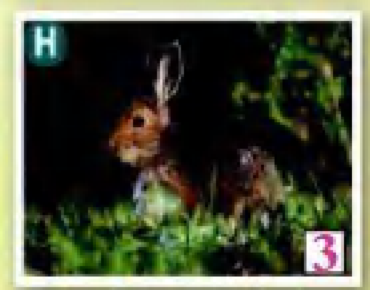














Unit 9 Ready to go

LESSON 1 *Let's ask him the way*





1 Listen, say and choose. Track 53

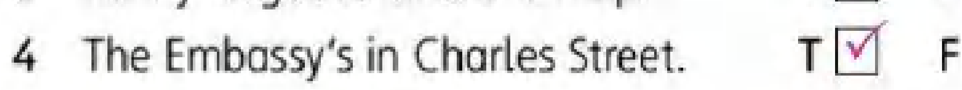
a) Listen to the CD.

When they see the policeman are they near the Embassy? Yes, they are.

b) Listen again.

Are these sentences true (T) or false (F)?

		T	F
1	Penny's going to the Embassy.	☑	☐
2	Uncle Jim's going with her.	☐	☑
3	Penny forgot to take the map.	☐	☑
4	The Embassy's in Charles Street.	☑	☐



1

Jim: *So, Penny, you and the kids are going to London tomorrow, to the Royal Embassy of Saudi Arabia?*

Penny: *That's right, Jim.*

Jim: *Do you know the way? Do you want me to come with you?*

Penny: *Thanks, Jim. But it's OK. We can't get lost. I've got a map. I'm taking it with us.*

2

Nina: *Mum, where are we?*

Penny: *I ... er ... I'm not sure, Nina. This map's no good at all!*

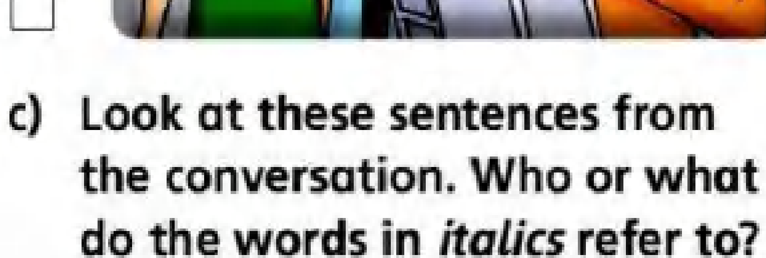
Fred: *We're lost, aren't we Mum?*

Nina: *Yes, Fred. I think we are.*

Fred: *Look, there's a policeman. Let's ask him the way. Excuse me, but can you help us? We're looking for Charles Street, the Royal Embassy of Saudi Arabia.*

Policeman: *Oh, you're very close. Go to the end of this street and turn left. The Embassy's on the other side of the road. You can't miss it.*

Fred: *Thank you very much.*



c) Look at these sentences from the conversation. Who or what do the words in *italics* refer to?

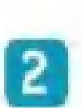
Do you want *me* to come with you?
Uncle Jim.

1 I'm taking *it* with us.
The map.

2 Let's ask *him* the way.
The policeman.

3 Can you help *us*?
Nina, Fred and Penny.

4 You can't miss *it*.
The Embassy.



2

LOOK!

Subject pronouns
you he she it we they

Object pronouns
me you him her it us them

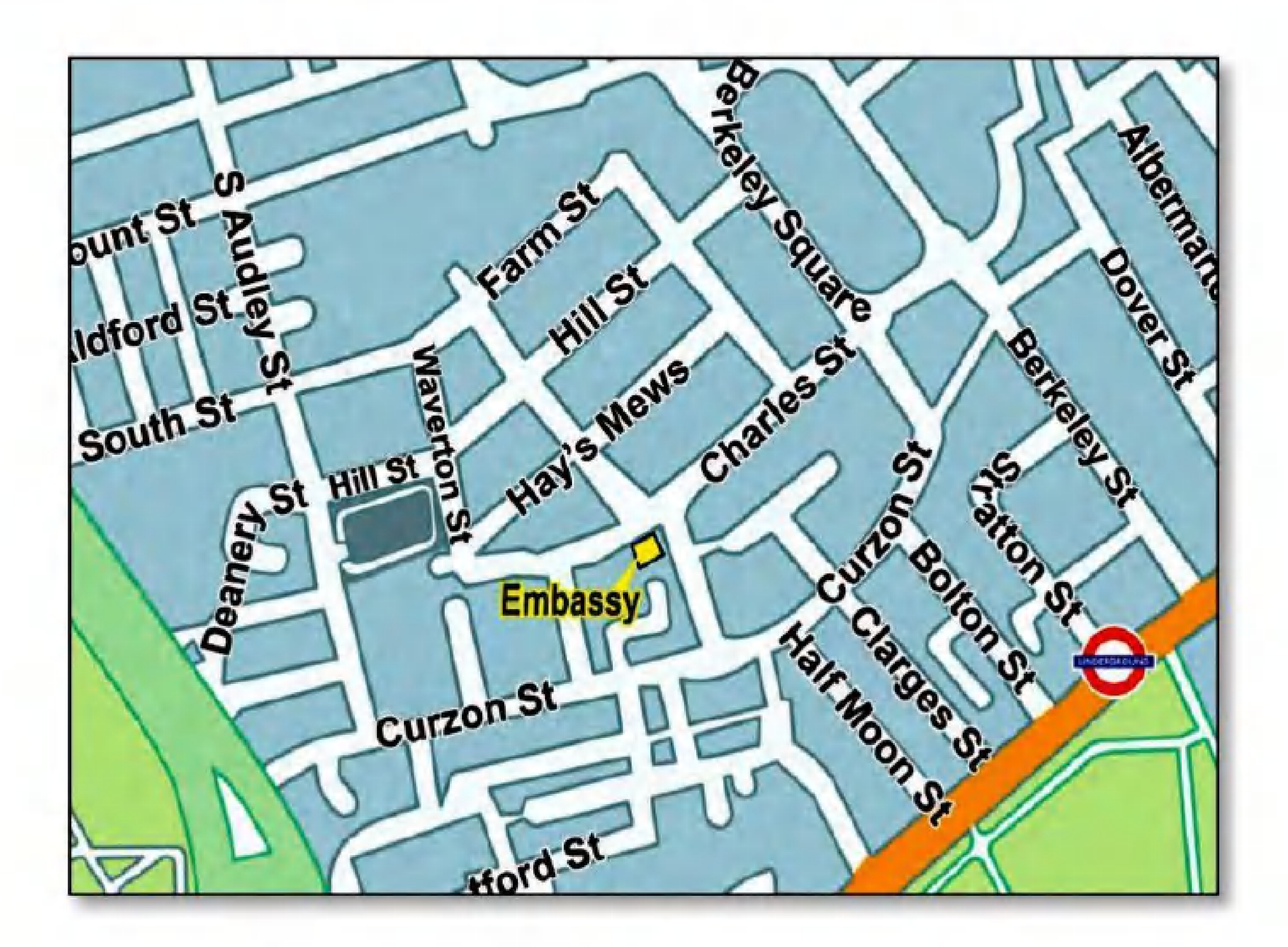
3 Write.

Complete with object pronouns.

1 Where's my mobile? I can't find __it__.
2 Where are Charlie and Jack? I'm looking for __them__.
3 Elena was making a phone call so Lucy waited for __her__.
4 Excuse __me__. We're lost. Can you tell __us__ the way to Park Street?
5 Can you speak louder, please? I can't hear __you__.

4 Read, listen, follow and say. Track 54

a) Look at the map of London. Read and follow the directions.



Come out of the Embassy. Turn left. Walk to the end of the street. Turn right then turn left. Where are you? Hill Street

b) Listen and follow the directions.

c) Give and follow directions from the Embassy to other streets.

see Workbook pp136–137

Unit 9 Ready to go

LESSON 2 *The father of optics*



1 Say, read and order.

a) Who can you see? What is Nina doing?
Fred and Nina.
Nina's working at her computer.

Fred: *What are you doing, Nina?*

Nina: *I'm doing some research for a school project. I want to finish it before we go to Saudi Arabia.*

Fred: *A project? What's it about?*

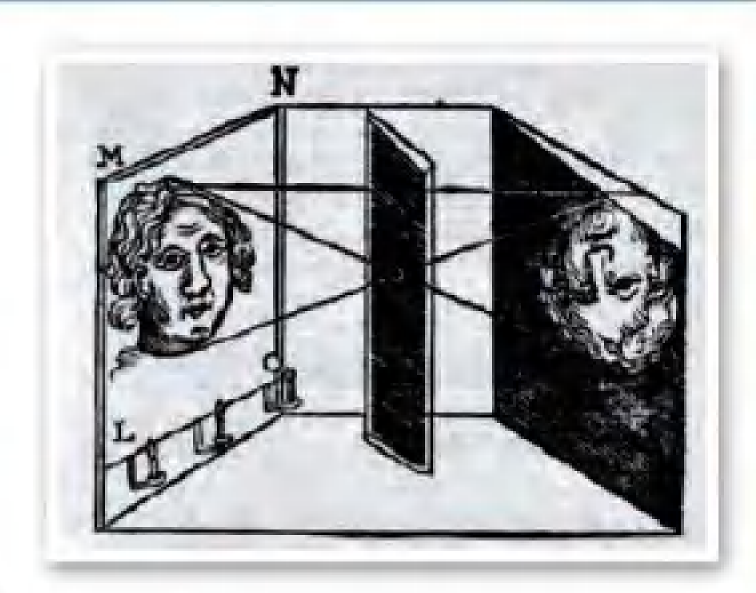
Nina: *It's about photography. Look. Read this. It's about a really interesting Arabic scientist.*

b) Read the web page below.
Put the paragraphs in the correct order. The paragraph titles are:

1 The person __B__
2 His invention __D__
3 His books __C__
4 Later developments __A__



Ibn al-Haytham (965–1039): the inventor of photography



A Nine hundred years later photographic plates were first used to record the image captured by the camera obscura. So we can also call Ibn al-Haytham 'the father of photography'.

B Abu Ali Muhammad Ibn al-Hasan Ibn al-Haytham was born in Basra in today's Iraq. He established the science of optics. People call him 'the father of optics'.

C Ibn al-Haytham wrote many books about optics. His major work was *Kitab al-Manazir (Book of Optics)*. It was famous in Europe and for more than 500 years it was the most important book about the subject.

D Ibn al-Haytham invented the camera obscura or 'dark room'. This was a room with a white wall opposite a very small hole. Rays of light from a bright object outside the room pass through the hole. They make an upside down image of the object on the white wall.

2



3 Match and write.

a) Match the titles and the subjects.

1–5 are the titles of books. A–E are the subjects of the books.

1	The Mystery of the Pyramids	A	Mountain climbing
2	On Top of the World	B	The *Mary Celeste*
3	Birds of Prey	C	Mount Pinatubo
4	A Volcano Erupts	D	Hawks
5	A Mystery of the Sea	E	Ancient Egypt

1 E 2 A 3 D 4 C 5 B

b) Write sentences.

1 The Mystery of the Pyramids is about Ancient Egypt.
2 On Top of the World is about mountain climbing.
3 Birds of Prey is about hawks.
4 A Volcano Erupts is about Mount Pinatubo.
5 A Mystery of the Sea is about The Marie Celeste.







a) Listen and repeat.

b) Listen again. Underline the stressed syllables.

1	photograph	photographer
2	mystery	mysterious
3	electric	electricity
4	Europe	European
5	investigate	investigation

see Workbook pp138–139

Unit 9 Ready to go

LESSON 3 *In the air*

1 Say, listen and read.  Track 56

a) Look at the picture.
Who can you see? Where are they? What are they doing? Who is a surprise on the plane?

b) Listen.
What does Nina want to drink?

c) Listen again. Answer the questions.
1 What's the stewardess doing?
2 Who's on the same plane?

d) Read the dialogue.
In pairs, find words that mean:
1 a bad feeling after flying
2 excited

Nina: *How long is the flight, Mum?*
Penny: *It's six and a half hours, Nina.*
Nina: *That's a long time.*
Penny: *Yes, but it's a long way! Remember, drink lots of liquid, water and juice, and try to get some sleep. Then you don't get jet lag.*
Nina: *Sleep? I can't sleep, Mum. I'm too wound up. Is Dad going to meet us?*
Penny: *Yes, he's driving to the airport and I think Ibrahim's coming with him.*
Nina: *Great. I can't wait! Look! Here comes the air hostess. She's bringing us some food.*
Hostess: *Here you are. Enjoy your meal. What would you like to drink?*
Nina: *Have you got any apple juice … and some water?*
Hostess: *Yes, of course.*
Fred: *Mum … look! Look! There's Fahad. He's on the same plane. Over here Fahad!*

2 Read and speak.

a) Read the advice.

ADVICE FOR AIR TRAVELLERS
For your comfort and safety:
1 Read the safety information carefully.
2 Drink lots of liquid – water or juice.
3 Take some exercise. Stand up and walk about the plane.
4 Try to sleep on long journeys.
5 When you are sitting down, keep your seat belt on.

b) Match the pieces of advice with the reasons.



A Because sometimes the plane journey can become very bumpy.
B Because the air in the plane is very dry.
C Because it's bad for you to stay in one position for a long time.
D Because you need to know what to do in an emergency.
E Because you don't want to be tired when you arrive.

1 D 2 B 3 C 4 E 5 A

Unit 9 Ready to go

1

a)

Nina, Penny, Fred, a stewardess and Fahad.

They are on a plane.

They are flying to Saudi Arabia.

Fahad is a surprise on the plane.

b)

Apple juice and water.

c)

1. She's bringing some food.
2. Fahad's on thesame plane.

d)

1. jet lag.
2. wound up.

3 Read and underline.

1 Nina had (*a/some*) food on the plane.
2 Then she drank some (*water/waters*).
3 She didn't have (*many/much*) sleep.
4 Did the stewardess have (*any/some*) apple juice?
5 The flight takes (*a long time/long times*).

4 Read the advice again.

Write questions and answers. Use *should* or *shouldn't*.

1 Read the safety information carefully.
Should I read the safety information carefully?
Yes, you should.

2 Drink lots of liquid.
Should I drink lots of liquid?
Yes, you should.

3 Sit down for the complete journey.
Should I sit down for the complete journey?
No, you shouldn't.

4 Try to stay awake on long journeys.
Should I try to stay awake on long journeys?
No, you shouldn't.

5 Keep your seat belt on when sitting down.
Should I keep my seat belt on when sitting down?
Yes, you should.

ADVICE FOR AIR TRAVELLERS
For your comfort and safety:

1 Read the safety information carefully.
2 Drink lots of liquid – water or juice.
3 Take some exercise. Stand up and walk about the plane.
4 Try to sleep on long journeys.
5 When you are sitting down, keep your seat belt on.

5 Write and listen.



a) Write.

What do you say to someone … who is going to eat?
Enjoy your meal.

1 who is going on a trip?
Enjoy your trip.

2 who is going to fly somewhere in a plane?
Enjoy your flight.

3 who is going on holiday?
Enjoy your holiday.

4 who is going out for the day?
Enjoy your day.

b) Listen and check.



see Workbook pp140–141

Unit 9 Ready to go

LESSON 4 *REVIEW*

1 Write the sentences.



1 You should read the safety instructions.



2 **You should sleep on long (plane) journeys.**



3 **You shouldn't sit down for the complete journey.**



4 **You should drink lots of liquid.**



5 **You shouldn't take too many bags.**



6 **You should keep your seat belt on.**

2 Ask and answer.

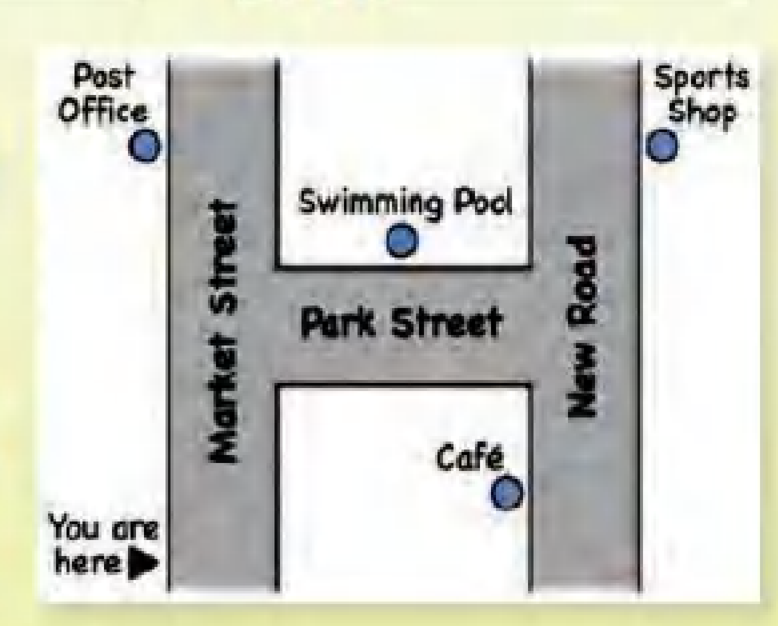
Ask directions to these places on the map.

1 Post office
2 Swimming pool
3 Sports shop
4 Café

CHECK

Excuse me. Where's the post office?

Walk to the end of the street. The post office is on your left.



3 Underline the correct word.

Take these books and put (*it*/*them*) in the living room, please.

1 Jim, where did (*you*/*your*) leave the car?
2 Sorry we came late. We missed (*our*/*us*) bus.
3 Rakan and Omar did (*their*/*them*) homework yesterday.
4 Fred, please can you give Jack his coat when you see (*he*/*him*).
5 Fatima had her bag this morning but she can't find (*it*/*them*) now.

Unit 9 Ready to go

2

2. Excuse me. Where's the swimming pool?

   Walk to the middle of the street. Turn right to the Park Street. The swimming pool is on your left.

3. Excuse me. Where's the sports shop?

   Walk to the middle of the street. Turn right and walk to the end of the Park Street. Go straight the New Road Street. The sports shop is on your left.

4. Excuse me. Where's the Cafe?

   Walk to the middle of the street. Turn right and walk to the end of the Park Street. Go down the New Road Street. The Café is on your right.

GRAMMAR STUDY

subject pronouns	object pronouns	possessive adjectives
I	me	my
you	you	your
Complete.		
she	[1] her	her
[2] he	him	his
it	it	[3] its
we	[4] us	[5] our
you	[6] you	your
they	[7] them	[8] their

4 Write and listen.  Track 58

Who or what do the underlined words refer to?

Ibn al-Haytham was a famous Arabic scientist. [1] He was born in Basra in today's Iraq. People call [2] him 'the father of optics' because he studied the science of optics and wrote many books about [3] it. His major work was *Kitab al-Manazir (Book of Optics)*. For more than 500 years [4] it was the most important book about optics. One of Ibn al-Haytham's inventions was the camera obscura. [5] It was a kind of ancient camera. Rays of light from a bright object outside pass through a small hole. [6] They make an image of the object on the white wall in the room.

1 He Ibn al-Haytham
2 him Ibn al-Haytham
3 it optics
4 it Kitab al-Manazir
4 It the camera obscura
6 They rays of light

b) Listen and check.

Pronunciation corner

Track 59

a) Listen and repeat.

1 beach ____ 2 dark ____ 3 day ____
4 go ____ 5 mind ____ 6 pool ____

b) Match the rhyming words. Write each word in the correct place.

basketball feed huge
neither show weigh

c) Listen and check.  Track 60

Unit 10 Back in Riyadh

LESSON 1 *Welcome back!*



1 Listen and say. Track 61

a) Listen, speak and write.

What does Omar want to tell Fred?

Some important news, It's a secret.

1

Reema:	*Look! There they are!*
Omar:	*Here. Fred! Over here!*
Ibrahim:	*Welcome back to Saudi Arabia, all of you!*
Penny:	*Thank you, Ibrahim. Hello, Omar, hello Reema … and hello, Dave.*
Dave:	*Hi, Penny. It's great to see you.*
Fred:	*And look! Here comes Fahad!*

2

Omar:	*It's great to see you again, Fred.*
Fred:	*And it's great to see you, Omar. I've got so much to tell you.*
Omar:	*And I want to talk to you, Fred. I've got some important news to tell you … but it's a secret.*
Fred:	*A secret?*
Omar:	*Yes, you mustn't tell anyone … listen …*

b) Listen again. Underline the correct word.

1 Omar's got (*something*/*anything*) to tell Fred.

2 It's a secret. (*Anyone*/*No*) one knows.

3 He says that Fred must tell (*someone*/*no one*).

c) What do you think Omar's secret may be?

2 Match and write.

a) Match the beginnings and endings of the sentences.

1 hi penny — a all the questions in his test

2 fred ive got something — b to do some work

3 claudio couldn't answer — c waiting at the airport

4 im going to the study — d its great to see you

5 ibrahims the man — e to tell you

b) Write the sentences with the correct punctuation.

1 Hi, Penny. It's great to see you.

2 Fred, I've got something to tell you.

3 Claudio couldn't answer all the questions in his test.

4 I'm going to the study to do some work.

5 Ibrahim's the man waiting at the airport.



3 Spell.

Find the missing letters. The same letter is missing in each line. Write the words correctly.

1	restarant	thoght	famos	u	restaurant	thought	famous
2	taugt	anyting	ryme	h	taught	anything	rhyme
3	recycl	veryone	bakry	e	recycle	everyone	bakery
4	rubbis	caugt	preistoric	h	rubbish	caught	prehistoric
5	positon	traditonal	intervew	i	position	traditional	interview



4 Do the puzzle. Find the name of a character in this book.

Clues:

1 The most important person on a ship. captain
2 Bees make it. honey
3 Mount Pinatubo is a volcano.
4 You keep food cold in this. fridge
5 Not to wake up on time. To oversleep
6 A phone you carry in your bag. mobile
7 These lines are parallel.

The name of the character is Charlie.

						1	C	A	P	T	A	I	N
						2	h	o	n	e	y	
		3	v	o	l	c	a	n	o			
					4	f	r	i	d	g	e	
	5	o	v	e	r	s	l	e	e	p		
			6	m	o	b	i	l	e			
7	p	a	r	a	l	l	e	l				

5 Say and write.

a) Read and look at the pictures.

Ask and answer the questions.

Why did Omar want to talk to Fred.

Because he wanted to tell him a secret.

1 Omar/want to talk to Fred?



want to tell him a secret

Why did Omar want to talk to Fred?

Because he wanted to tell him a secret.

2 mouse/run up the tree



want to escape from the cat

Why did the mouse run up the tree?

Because it wanted to escape from the cat

see Workbook pp142–143

Unit 10 Back in Riyadh

LESSON 2 *He's taking an exam*

1 Say, read and answer.

a) **Look at the pictures.**
What can you see? What's Omar doing?

b) **Listen and answer the questions.**
1 What exam is Omar taking?
2 What's a scholarship?





Yasser: *Where's Omar, Teacher?*
Teacher: *Don't you know, Yasser? Didn't he tell you? He's taking an exam.*
Yasser: *An exam?*
Teacher: *Yes. It's an exam about Britain and the English language. Students from all over Saudi Arabia are taking it. And the best students win a scholarship to study at an English Language School in Britain.*
Yasser: *What's a scholarship, Teacher?*
Teacher: *It means that the winners go to the Language School free. They don't need to pay any money.*
Yasser: *Great! I hope Omar wins!*

2 Read and write.

a) **Read Omar's exam questions (a–e).**
b) **Help Omar answer the questions.**

SCHOLARSHIP EXAMINATION

1 Complete the sentences using the past tense of the verbs in brackets (...).

a) The boys got wet and **caught** a cold. (catch)
b) My parents **gave** me a present when I passed my exam. (give)
c) I **didn't write** to my grandmother last week. (not write)
d) 'Anna **fell** down the stairs.' (fall)
'Oh dear. **Did she hurt** herself?' (hurt)
e) The student **overslept** and was late for school. (oversleep)

3 Underline the correct forms.

1 I (*can't*/*couldn't*) speak English when I was eight.
2 You (*should*/*could*) turn off the lights when you go out.
3 She went upstairs (*do*/*to do*) her homework.
4 Scissors are for (*cut*/*cutting*) paper
5 He (*drove*/*was driving*) to the supermarket when he (*had*/*was*) having the accident.

Unit 10 Back in Riyadh

1

a)

We can see the teacher, Rakan and Yasser in a classroom. There is an empty desk. Omar's doing an exam.

b)

1. **Omar is taking an exam about Britain and the English language.**
2. **A scholarship is when the best students can go to a school for free – they pay no money.**

4 Listen, say and read.  Track 62

a) Listen.

Does Omar think he's going to win the scholarship?
No, he doesn't.

Teacher: *So, that's the end of the lesson. Come in! Oh, hello Omar. How was the exam?*

Omar: *Very difficult, Teacher. I don't think I did very well.*

Teacher: *Did you answer all the questions?*

Omar: *Yes, I did. I finished quite quickly. Some of the other students didn't.*

Yasser: *You didn't tell us about the exam, Omar. Why not?*

Omar: *Because ... because I didn't want anyone to know. I was very nervous. I didn't want to talk about it. Now it doesn't matter. I'm sure I got a lot of the answers wrong. I'm not going to win the scholarship.*

Teacher: *You don't **know** that, Omar.*

Rakan: *I think your English is very good, Omar.*

Omar: *Thank you, Rakan. But there are other students much better than me! Still, I tried.*

Teacher: *Yes, you did. Congratulations! Well done!*

b) Listen again.

Match the questions and answers 

1 Did Omar finish the exam?
2 Did all the other students finish the exam?
3 Does Omar think that his English is worse than other students?
4 Why does the teacher congratulate Omar?

a Yes, he does.
b Because he tried.
c Yes, he did.
d No, they didn't.

1 c 2 d 3 a 4 b

5 Write question tags.

I was very nervous, **wasn't I?**

I tried, **didn't I?**

1 The exam was difficult, wasn't it?
2 There were other students much better than me, weren't there?
3 I answered all the questions, didn't I?

CHECK

see Workbook pp144–145

Unit 10 Back in Riyadh

LESSON 3 *Omar's good news*



Omar: *Fred, look ... it's great news.*

Fred: *What's great news, Omar?*

Omar: *I've got a letter. It came this morning.*

1 Read.

a) What do you think Omar's 'great news' is?

b) Read the letter. Were you correct?

c) Read the letter again and find words that mean: 

1 a mark in an exam
2 giving
3 money to spend
4 a group of people

Dear Omar,

I would like to congratulate you on your score of 96% in the recent Scholarship Examination. This score was one of the highest in Saudi Arabia.

We are awarding you a scholarship to study at the International Language School in Oxford. The month-long course is free and your stay with a family in Oxford is included. We are also giving you a small amount of pocket money to use for your stay.

With this letter there is information about the dates, the school and Oxford. Please read it carefully.

Congratulations!

With best wishes,

Ella Lewis

Scholarship Committee

2 Write questions and answers

1 Why/Omar/go/to England? (study English)

Why is Omar going to England?

To study English.

2 Why/Nina in Riyadh? (visit her father)

Why is Nina in Riyadh?

To visit her father.

3 Why/Ella Lewis/write to Omar? (tell him about his scholarship)

Why did Ella Lewis write to Omar?

To tell him about his scholarship.

4 Why/Elena/go to Italy every year? (see her relatives)

Why does Elena go to Italy every year? To see her relatives.



Unit 10 Back in Riyadh

1

a)

Get the scholarship and study in Oxford.

b)

Yes, I was. He Get the scholarship and study in the international Language School in Oxford.

c)

1. score
2. awarding
3. pocket money
4. committee

3 Listen, read and say.  Track 63

a) Read and listen to the poem.

It's rhyming that keeps us together

It seems a long time
Since we last said a rhyme.
It seems like a year, or forever!
Too long, too long
And that is all wrong!
'Cos it's rhyming that keeps us together.

Don't say that you are much
Too busy to rhyme.
Too busy to learn something new.
So join in the verse and
Don't make matters worse –
I wrote this one specially for you.

It's the end of the book.
It's the end of the term.
Let's all say this short rhyme together.
Remember this rhyme
And have a good time,
'Cos holidays are not forever!

It seems a long time
Since we last said a rhyme.
It seems like a year, or forever!
Too long, too long
And that is all wrong!
'Cos it's rhyming that keeps us together.

b) Listen again and repeat.

4 Say.

a) Look at the pictures.



b) In small groups: each student choose a picture. What happened in the story?

c) Help each student in your group with their picture. What more can you remember about the story?



see Workbook pp146–147

Unit 10 Back in Riyadh

4

b)



It's called the Mary Celeste ship. The ship is found but there was nobody there.



Dave Watson and the students are in the playground.

They are there because there is a fire drill.



This picture is from the fire of London. The wind blew the fire and other buildings began to burn.



This is Penny. She was cleaning Davey's cage or the parrothe was sitting on the chair.



This is Barbara. The picture is about the story of the mystery break-in when she went home from work at 5.30 and left her bag in the shop.

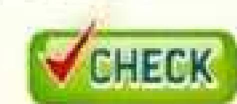
Unit 10 Back in Riyadh

LESSON 4 *REVIEW*

1 Match and number.

Match the words and the definitions.

1	parrot	E	A	a school subject
2	busy	I	B	run away from
3	science	A	C	in the same way as things were in the past
4	huge	H	D	like carbon dioxide or sulphur dioxide
5	traditional	C	E	a bird that can say words
6	gas	D	F	the opposite of 'nice'
7	escape	B	G	money to help pay for study
8	nasty	F	H	very large, very big
9	scholarship	G	I	when you have a lot of work and no spare time



2 Complete.

Complete the sentences. Use these words.

a some any many much some

1 How ___many___ lights did you turn off when you left the house?
2 When we drive cars ___some___ carbon dioxide escapes into the air.
3 I'm taking ___some___ paper to take to the recycling centre.
4 There's ___a___ light on in the kitchen. Please turn it off.
5 We produce too ___much___ rubbish in modern cities.
6 There weren't ___any___ bottles in the glass bank.



3 Correct the verbs.

1 Yesterday it ~~is raining~~ when I left to go to school. ___was raining___
2 Omar ~~not saw~~ his friend Rakan at school yesterday. ___didn't see___
3 Dave went to the shop to ~~bought~~ a new pen. ___buy___
4 We shouldn't ~~wasting~~ oil, electricity, petrol, oil or gas. ___waste___
5 Lucy ~~taked~~ her bird feeder to school to show her teacher. ___took___
6 Reema didn't arrive late at school and neither ~~was~~ Fatima. ___did___



4 Choose.

Underline the correct spelling.

1 Excuse me, is this the (way/weigh) to the sports centre?

2 Sorry, I can't (hear/here) very well. What did you say?

3 Is (their/there) a sports centre near here, please?

4 A sports centre near here? But (it's/its) not in this street.

5 (Wear/Where) is it, please?

6 Walk to the end of this road. (You're/Your) very close.

7 So I walk about (too/two) hundred meters. Is that correct?

8 Yes, that's (right/write). Go down here and turn the left.

GRAMMAR STUDY

Tick (✓) yes, cross (✗) no or write ? if you're not sure.

Can you remember ...

- a the past simple tense of regular verbs ☐
- b the past simple tense of irregular verbs ☐
- c the past continuous tense ☐
- d adverbs from adjectives ☐
- e *must* and *should* and their meanings ☐
- f *first, then, next, after that, finally* ☐
- g *so (am I)* or *neither (am I)?* ☐
- h subject and object pronouns? ☐

5 Read, listen and say.



a) Read the poem.

Time can pass and time can fly
And now it's time to say goodbye.
The time to go is very near,
The end of term is nearly here.
It's time to stop our English class.
The holidays are here at last.
It's time to rest. It's time to play,
It's time to put our books away.
It's time to say to every friend,
We hope to see you soon again.

b) Listen and repeat.